DOCUMENT RESUME

ED 383 087 EA 026 741

AUTHOR Shapiro, Arthur S.; Burley, W. Wade
TITLE Changing the Culture of a School: A Supervisory Strategy Restructuring a Dysfunctional Junior High School into a Model Middle School.
PUB DATE 5 Nov 94
NOTE 25p.; Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (New York, NY, November 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Change Strategies; *Educational Change; Educational Planning; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Change; *Organizational Development; *Teacher Attitudes

ABSTRACT

This paper describes the process through which a troubled junior high school transformed itself into a model middle school. Teachers and administrators used the organizational mapping strategy (Shapiro 1991) to examine and reconstruct their beliefs, perceptions, and organizational traditions. The organizational-mapping strategy generates a professional frame of reference in which objective and rational discussion of purposes, practices, and behaviors occurs. The process involves searching for key issues and concerns, drawing conclusions and implications from these perceptions, looking for underlying themes, and developing potential lines of action/initiatives. The process resulted in increased teacher and administrator satisfaction (as measured by attitude surveys conducted from 1988 to 1991), low faculty turnover, a general increase in student satisfaction, decentralized administrative roles leading to efficiency and effectiveness, an enhanced sense of efficacy for administrators and teachers, and increased faculty commitment to change programs. Appendices contain the questionnaire used to identify concerns and data from student and staff surveys. Two figures and one table are included. Attached are survey results. Contains 14 references. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 087

CHANGING THE CULTURE OF A SCHOOL: A SUPERVISORY STRATEGY RESTRUCTURING A DYSFUNCTIONAL JUNIOR HIGH SCHOOL INTO A MODEL MIDDLE SCHOOL

Arthur S. Shapiro & W. Wade Burley
University of South Florida
FAO 100U. Department of Educational Leadership
Tampa, Florida 33620-7750

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Shapiro

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 026 741

BEST COPY AVAILABLE

CHANGING THE CULTURE OF A SCHOOL: A SUPERVISORY STRATEGY RESTRUCTURING A DYSFUNCTIONAL JUNIOR HIGH SCHOOL INTO A MODEL MIDDLE SCHOOL

Arthur S. Shapiro & W. Wade Burley
University of South Florida
FAO 100U. Department of Educational Leadership
Tampa, Florida 33620-7750

EXECUTIVE SUMMARY

Many studies and case studies point to the failure and/or inadequacy of many change strategies, even those that are heavily funded (The Coalition of Essential Schools, The Casey Foundation's New Futures Initiative). Many involve one or a few personnel, or several teams from a larger teacher population, and shoehorn all schools involved into a single "one-size-fits-all" change strategy.

If a function of supervision is conceived as the planning process, this analysis may prove useful. This case study used a site-based diagnostic strategy and process which tailored itself to the particular forces, issues, concerns, and situations this junior high school faced.

An Organizational Mapping strategy and process analyzed the individual dynamics of change of the particular school over a period of time, drew conclusions and implications, uncovered themes unique to the school, led to potential lines of action and initiatives, and generated subsequent outcomes.

In this process,the school transformed itself from a traditional junior high school to a grade level, house plan (school-within-a-school), team taught, middle school organization.

Significant outcomes included:

- Clear increase of satisfaction of all 19 survey questions four years in a row for administration and teachers;
- Yearly change of priorities as they were met and satisfied
- General student satisfaction increased
- Decentralized administrative roles leading to greater efficiency and effectiveness
- Enhanced administrative and teacher sense of efficacy
- Faculty identified beliefs and values via the Organizational Mapping strategy resulting in virtually total buy-in and subsequent commitment to plans/programs.

SUMMARY

Using an Organizational Mapping strategy (individualized for each school), administrators and teachers were empowered in a process that restructured a junior high into a model middle school. Faculty's sense of efficacy, satisfaction, and performance expanded considerably. Beliefs, myths, symbols, and realities were examined and then reconstructed in the process.

Paper presented at the annual meeting of the Council of Professors of Instructional Supervision (COPIS) in New York, November 5, 1994.

EA026741

CHANGING THE CULTURE OF A SCHOOL: A SUPERVISORY STRATEGY RESTRUCTURING A DYSFUNCTIONAL JUNIOR HIGH SCHOOL INTO A MODEL MIDDLE SCHOOL

Arthur S. Shapiro
W. Wade Burley

INTRODUCTION

This case study of a school change strategy restructured a traditional, increasingly trouble-plagued, rogue junior high school into a district's model middle school. The change process was based in part on Lewin's Theory of Social Change (1952), Shapiro's Theory of Organizational Mapping (1991), Wilson, Byar, Shapiro, and Schell's Comprehensive Organizational Change Strategy (1969), Ashton and Webb's (1986) work, and Bandura's Efficacy Theory (1992). Yearly interviews and questionnaires provided additional data.

During the change processes described and analyzed, an organizational diagnostic and change system , Organizational Mapping, emerged (Shapiro, 1991). In any change strategy or process, unveiling key social systems' and reference persons' beliefs, operating assumptions, perceptions of realities (particularly those relating to their interpersonal relationships in the organization), becomes crucial. Equally important is unearthing and diagnosing organizational myths, areas of unawareness, patterns of traditions, roles, culture and norms, for these are their realities.

In short, a professional frame of reference must be generated in which objective, rational, thoughtful discussion of purposes, practices and behavior occurs. Once this process develops, changes can take place more readily.

This organizational diagnostic and change system played a key role first in structuring the consultants' thinking and functioning, and, next, that of the participants' to uncover beliefs, attitudes, traditions, myths in the school improvement process.

Wilson et al (1969) cite comprehensive planning as a component of the third stage in twentieth century evolving administrative and supervisory thought and practice. Synergizing the notion of the planning function with the Organizational Mapping diagnostic and change system provides insights into some processes and struggles in successful organizational change.

BACKGROUND

The junior high school in this case study served an upper middle class

clientele two decades ago. Population shifts inexorably changed the student body until at the beginning of the two consultants' work, many two parent, upper middle class families had been replaced by a substantial minority of single parent households. As the change into lower and lower middle class students developed, teachers increasingly felt pressure to deal with students with different motivational systems and values. Indeed, one of the teachers' greatest concerns was decreased student valuing of education. A district-wide needs assessment of teachers' perceptions of in-service needs indicated greatest interest in school improvement, managing student conduct, student attitude toward education, crisis intervention, teacher effectiveness, and parental involvement.

The initial meeting with the administration revealed that these and other issues were impacting the school heavily, including an increase in discipline problems, a key faculty member actually transferring to another school (despite a strong "family" feeling in the very stable faculty), increasing social distance between faculty and students as well as between faculty and parents, declining morale, teacher criticism of students, dysfunctional guidance counselors and administrators. The culture of the faculty and administration appeared somewhat laissez faire and reactive.

In short, it became clear that school-community relations, once positive, had deteriorated as upper middle class two-parent families changed to single heads of families. Alienation and hostility began increasing considerably, isolating both groups from each other. Similarly, student-teacher relationships revealed increasing social distance, blame, and anger.

THE ANALYTIC PROCESS AND STRATEGIES: AN EMERGING CONSTRUCT

A Planning Committee of a dozen key people was established to assess the situation and to develop potential lines of action. These included content-area, physical education, and alternative education teachers, a guidance counselor, and one dean of students.

As diagnostic discussions with the Planning Committee unfolded, a structure or construct emerged (see Table 1). The consultants focused first on people's <u>concerns and issues</u> instead of concentrating on "problems". Extensive discussion on these issues and concerns was publicly written utilizing 2' x 3' newsprint. These notes were reproduced and distributed to the entire faculty. Concerns about discipline, declining teacher morale, a dysfunctional guidance department, and other items surfaced. Once these emerged, consultants and staff

Table 1

Analysis of Dynamics of Change

Issues/Questions	Summary/Conclusions	Potential Lines of Action/Initiatives
Socioeconomic changes in community: From single home to duplexes. From parents to single parent. Reduced intramural participation. Reduced parents' participation.	Changing students' values, attitudes: Value of education. Not doing homework. Impact on teachers: Reduced standards.	Major intramural program. Major recognition program. Major involvement of parents: Volunteers in school. Fund raisers. Administration, faculty involved. In-service programs to understand students.
Impact on Teachers: Feelings of high stress. High frustration. Morale collapsing. "Family" feeling collapsing. Considering leaving school.	Social organization holding school together, but fraying. Key teacher social systems upset, publicly considering leaving.	Develop grade level administrative teams. Develop teacher teams.
Hopelessness.	Need sense of hope.	Develop plan with purpose: Form three committees to reorganize. Planning. Guidance. Classroom management support team.
Passive, laissez faire administration not functioning: One of two deans not functioning. Guidance dysfunctional. Administrative clock-watching spreading to teachers, students.	Administration, deans, guidance dysfunctional: Not cooperating. Not proactive. Limited work ethic affecting teachers, students. Teachers angry at students for this.	Pro-active leadership to form and support: Planning and guidance committees.
Junior high school departmental organization dysfunctional.	Formal organization blocks effective action: Isolates teachers. Teachers with same students do not see each other. Teachers disorganized.	Formal organization must change to facilitate cooperation: Form teacher teams, work in small decentralized units with same students. Form grade level administrative teams.
Departmental organization.	Little accountability.	Grade-level teams for administrators, teachers.
Norms (attitudes, practices, behavior).	Culture dysfunctional: Norms must change.	Establish new norms with above changes.

Rationale for Actions	Underlying Themes	Major Outcomes
Develop sense of belonging for all: Sense that teachers care, that parents care. Sense of pride. Teach parenting skills. Faculty, administration understand, accept students. Involve community.	Changing community changes students' attitudes: Decreasing respect for teachers, education. Teachers increasingly alienated from parents, students, each other, administration, guidance, central office.	Major intramural programs. Major recognition program for all. Major parent involvement program, with staff development. In-service program on nature of students.
Decentralize: Work/cooperate in small units. Make all visible/accountable. Personalize. Increase ownership, morale. Increase sense of belonging.	Teachers' control over professional life decreased: Feel powerless. School sliding downhill.	Grade-level administrative teams in place. Teacher teams in operation.
Teachers involved in reorganization: Increased ownership. Empowerment. Support groups.	Loss of morale, hope, positive attitude towards work, purpose.	Long-range plan developed. Reorganization support team functioning: Sense of hope. Strong teacher ownership of plan and support of reorganization support team.
Develop support by all reference (administration, deans, guidance, faculty, students, community, central office).	Passive, laissez faire administration functioning poorly. No accountability.	Administration strongly supports plan, reorganization support team, process. Accountability clear, visible.
Decentralizing facilitates: Personalizing. Empowerment. Greater responsibility. Accountability – all visible. Cooperation. Interdependent operation.	Relationship between form and function: Organization dysfunctional – prohibits teachers with same students from working together. Centralized/decentralized. Central office indifferent.	Formal organization changed from a junior high school to a middle school: Grade-level administrative teams. Teacher teams with block of students. Implementing teacher as advisor program.
All organizational components become visible – thus, accountable.	Administrators, deans, guidance not accountable.	Accountability.
Decentralization increases students', teachers' cooperation, responsibility.	Norms need to support changes, work ethic, cooperation, responsible professional behavior, self-esteem, recognition for all, repersonalizing to a family.	Cultural norms, beliefs, practices changed.

drew conclusions and implications from concerns and issues. Examples included a fraying social organization, changing student values toward education, teachers ddismayed about reducing standards for student work, a dysfunctional organization.

The junior high school organizational structure was causing teacher isolation, deterring communication and cooperation. Teachers felt hopeless and powerless; resulting frustration was causing morale to collapse. The guidance and counseling department and part of the administration behaved dysfunctionally, unable to act proactively. Norms became counter-productive.

Underlying themes began to be teased out publicly on newsprint, including increasing alienation of teachers from students, parents and community, teachers feeling powerless about their professional lives, loss of morale and hope.

The next column was potential lines of action or initiatives. Such actions as an inservice to understand the student body were proposed. Others included major recognition programs for students, staff and administrators, forming major committees to reorganize guidance, administration, and the school, and other initiatives to deal with concerns and issues, and conclusions and implications. Outcomes became the last column of this change process construct.

In reviewing the first and second columns in Table 1, with the Planning Committee and next with the total faculty, one consultant noted publicly that all indicators were negative, all were downhill. Thus the first step in Lewin's three-phase model of social change (unfreeze, move to a new level of behavior, refreeze) took place (Lewin, 1952).

Lewin's second step was initiated by consultants and faculty members developing potential lines of action, initiatives and then their implementation.

The following summarizes key components of the process and actions.

The Survey

After the consultants began to dig out key issues, concerns, norms, and beliefs, a survey form was drawn up with the school group. Administered near the end of the first school year, results revealed faculty's perceptions both of the degree of need for improvement and satisfaction with key concerns.

Once the construct or framework developed, the principal scheduled a meeting at which the construct's results and survey findings were reported.

Faculty and staff were requested to prioritize their five leading concerns to develop an in-service plan. Four issues were identified:

1. Present operational role of guidance and counseling staff;
2. Unified, consistent procedures for student discipline;
3. Student attitude toward education; and
4. Total staff morale (faculty, administration, and others).

After sharing these results, the committee structure was reorganized into a Planning Committee, a Guidance Committee, and a Classroom Management Support Team (Van Meter, 1979). The latter provided voluntary help, at the principal's recommendation, to teachers experiencing difficulty in managing their classrooms.

Results

The Planning and Guidance Committees, sometimes meeting jointly, recommended voluntary teaching teams in the sixth-grade to start reorganizing instruction, and also restructuring the school into grade-levels with a team of a dean/administrator, a counselor, and a clerk/secretary serving each grade. In addition, major programs with community and students were considered necessary, including parent involvement programs (school volunteers and fund raisers). Student recognition and intramural programs were implemented.

Recommendations for reorganization were taken up the administrative ladder to the Superintendent of Schools with enthusiastic support. The Teachers' Association was supportive. The stage was set for implementing change.

Changed Expectations, Norms, and Realities

New expectations and norms developed. Teachers, administrators, deans, and counselors met regularly with parents; the first fund-raiser produced a surprising gift of $14,000, delighting everyone. As other cooperative programs began to surface people felt less social distance from each other.

Roles and Teams

As the formal organization changed, new roles emerged for deans who became grade-level dean/administrators. The assistant principal headed one of the grade levels. Dean/administrators needed in-service education to supervise and coach teachers and to implement a teacher performance observation system. As the change process to a middle school unfolded, both teacher and administrative/guidance teams were established at each grade level; behavior began shifting as personnel felt increasingly empowered and their sense of efficacy heightened.

Faculty perceptions of the sixth grade team's success led to an additional team for year two and one each for the seventh and eighth grades. By the next

year all people served on teams.

To facilitate these and other major changes, the Guidance and the Planning Committees united as the Reorganization Support Team. The Classroom Management Support Team of high-prestige teachers and deans continued. With increasing personalization, support for restructuring increased, with key social systems serving on the Reorganization Support Team. Regular meetings saw virtually 100% attendance. One member even refused coaching duties to serve.

Additionally, partly though a Teachers as Advisors Program, faculty developed competencies and skills to produce higher efficacy levels in students. Teachers generated a strong sese of effecting positive change, of developing greater control over their professional and personal lives, concluding that they actually made a significant difference. Teachers learned new roles, new ways of working together on teams and the long range planning structure.

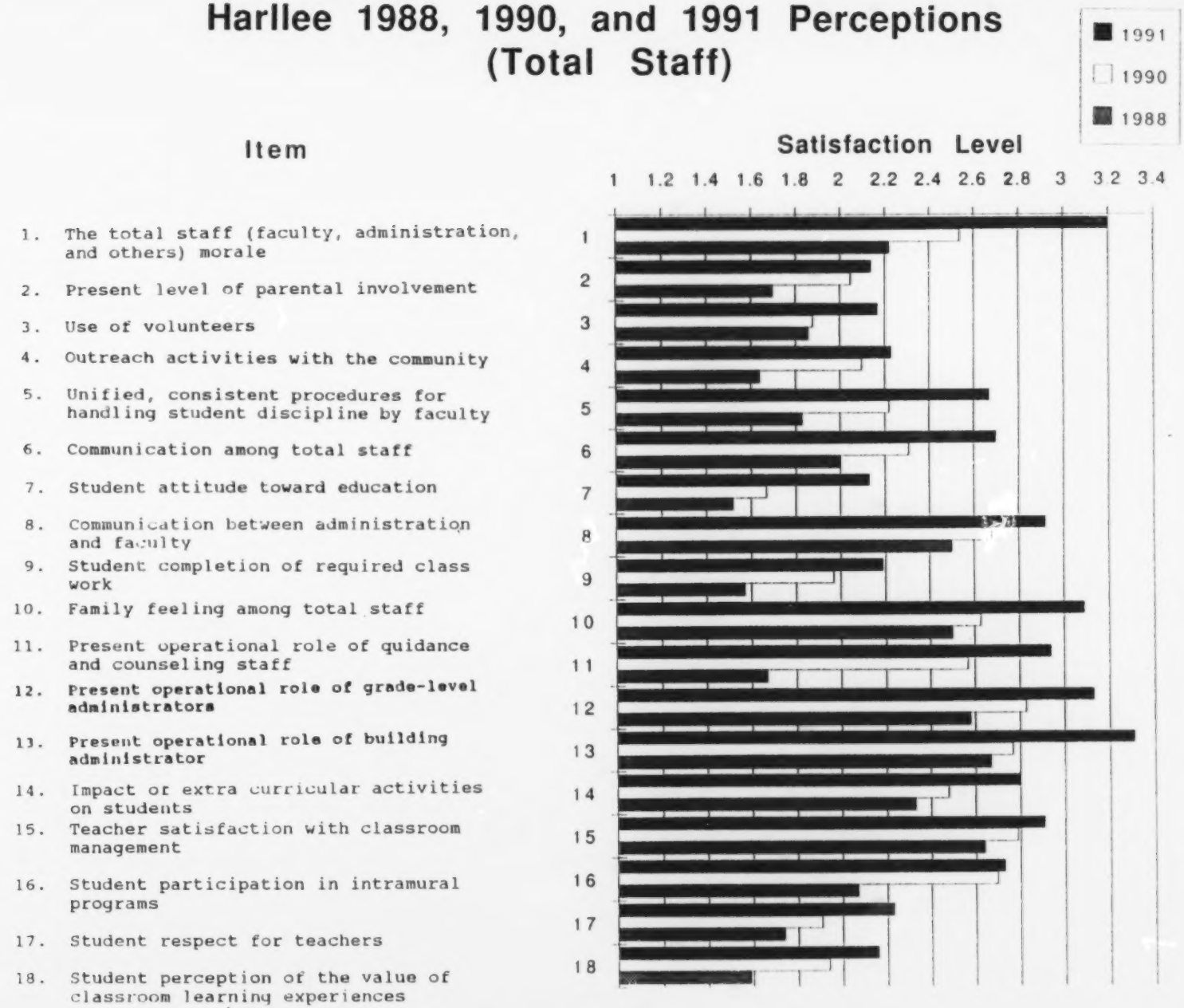
Shifts in Beliefs, Symbols, Myths, and Realities

A number of changes have taken place regarding beliefs, symbols, myths, and realities (Mead, 1934). In many schools teachers traditionally work and struggle uphill alone. This paradigm shifted to the point where all teachers work in teams. In-service training enabled teams, counselors, and clerk/secretaries to function better. The latter also serve on the Reorganization Support Team, and meet regularly to deal with issues and to improve functioning.

Attitudes toward students have changed. A successful in-service program focused on understanding transescent personality and learning styles. Now less anger is expressed, fewer students are sent to offices for disciplinary infractions, closer relationships developed among school, students, and community. As teams jell, they tend to become more effective in handling student behavior. Spending several hours together daily, students and teachers get to know and care for each other; a "family" atmosphere, a greater sense of belonging and caring grows. Behaviorally, people "take care of our own." "Discipline" becomes decentralized to team levels; social controls become more informal and thus more effective with small (100 to 130) blocks of students and four or five teachers. Significant changes were revealed in replicated surveys of faculty perceptions at the end of the second, third, and fourth years (see Figure 1).

A positive change in faculty's perceptions developed concerning areas needing improvement; surprisingly, all 18 areas reflected improvement, moving toward "satisfactory" or "very satisfactory" in succeeding years. In addition,

Harllee 1988, 1990, and 1991 Perceptions (Total Staff)


1991
1990
1988
Item
Satisfaction Level
1 1.2 1.4 1.6 1.8 2 2.2 2.4 2.6 2.8 3 3.2 3.4
1. The total staff (faculty, administration, and others) morale
2. Present level of parental involvement
3. Use of volunteers
4. Outreach activities with the community
5. Unified, consistent procedures for handling student discipline by faculty
6. Communication among total staff
7. Student attitude toward education
8. Communication between administration and faculty
9. Student completion of required class work
10. Family feeling among total staff
11. Present operational role of guidance and counseling staff
12. Present operational role of grade-level administrators
13. Present operational role of building administrator
14. Impact of extra curricular activities on students
15. Teacher satisfaction with classroom management
16. Student participation in intramural programs
17. Student respect for teachers
18. Student perception of the value of classroom learning experiences

BEST COPY AVAILABLE

the highest priorities changed radically (Figure 1). Differences between various subgroups were examined (grade-level and multi-grade groups) to obtain diagnostic information to refine and improve practice.

The annual survey of a sample of students' attitudes about various aspects of school life was examined each year. Most changes include more positive student attitudes toward most areas in the second and third years, especially regarding general norms and expectations. At the end of the second year, almost 90% of students said they would not quit school today even if they could do so without getting into trouble. About 75% noted that regardless of their grades, they felt they were "learning a lot" in all or most subjects.

Because of awareness of the need to recognize all people, from administrators to students, all achievement now is recognized consistently. Color photos posted on school office windows honor achievement. The extracurricular program has been strengthened to meet students' needs, and the Teachers as Advisors Program was implemented with the usual unanimous support. Analysis of efficacy levels revealed differences both among grade levels and degree of faculty satisfaction when faculty perceived a support based building.

Teachers' Sense of Efficacy

Teachers' sense of efficacy ("I can make a difference"), plus developing an armamentarium of realistic, viable options leading people to believe, "I know how to make a difference," was considerably impacted by the processes involved in the school improvement effort. School averages considerably exceeded those of comparable schools (two Rand Efficacy measures, Ashton and Webb, 1986). Within the school, two grade levels exceeded another, which opened with a dysfunctional and then a laissez faire administrator. This sense of efficacy included beliefs about impacting the school, and also about personal potential for strongly influencing students, even the so-called difficult and unmotivated.

An efficacy model (Figure 2, from Ashton & Webb) portrays the interaction among teacher and student behavior, achievement, and sense of efficacy.

Conclusions and Implications: For School Improvement

A new construct and system, Organizational Mapping, has been developed which appears useful in diagnosing and analyzing organizations and their dynamics, and then developing comprehensive planning and change strategies. The process involves searching for key issues and concerns, then drawing conclusions and implications from these perceptions; next, looking for underlying themes; and

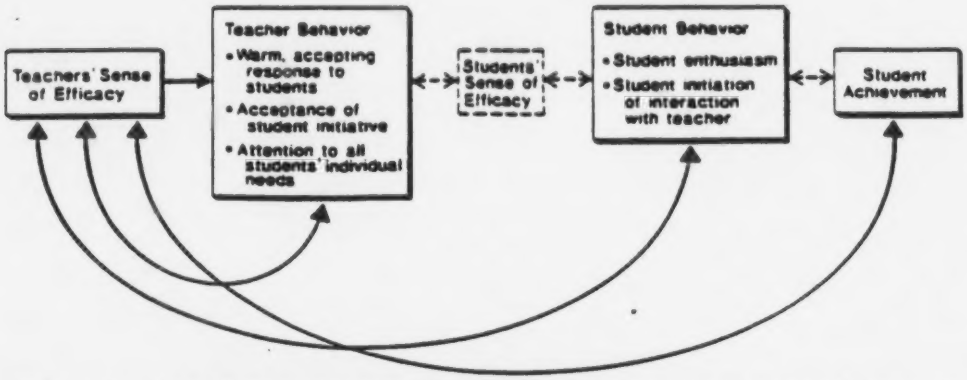

Teachers' Sense of Efficacy
Teacher Behavior
• Warm, accepting response to students
• Acceptance of student initiative
• Attention to all students' individual needs
Students' Sense of Efficacy
Student Behavior
• Student enthusiasm
• Student initiation of interaction with teacher
Student Achievement

Figure 2 A Mediational Model of the Relationship between Teachers' Sense of Efficacy and Student Achievement

finally, developing potential lines of action/initiatives to deal with the issues, concerns, problems, and themes (See Table 1).

In this junior high school, the process led to major restructuring into a middle school, including the following:

Reorganizing from a dysfunctional junior high school organization, which blocked effective communication and cooperation, to a middle school model;

Coordinating and cooperating to support grade-level administrative reorganization, facilitating those and other processes;

Revising the instructional model from teachers working alone to teams;

Solving the dysfunctional guidance organization;

Increasing community involvement;

Improving communication among community, parents, teachers, and students;

Developing major recognition and activity programs for all;

Increasing teachers' control over their professional lives;

Increasing morale and sense of hope;

Administration becoming more proactive and effective;

Students' and teachers' attitudes changed significantly;

The district central office became involved and supportive.

Norms, beliefs, and symbols altered. To accomplish such massive comprehensive changes, the entire staff -- faculty, administration, deans, and counselors -- cooperated to establish goals (Barnard, 1951; Bennis, Benne & Chin, 1962). The work ethic improved; both professional behavior and the personalized "family" nature strengthened. Faculty members organized to improve self-esteem in everyone -- administrators, staff, students. A strong sense of responsibility always existed; this now was directed toward accomplishing the goals. One aim

BEST COPY AVAILABLE

was success for everyone. In this strong, caring atmosphere, faculty turnover is low, faculty members support each other, administrators, and the plan.

A major vehicle for this change was the use of external objective consultants over a long period of time. The consultants committed to the school and the process, maintaining continuous, intense contact over extensive time.

Conclusions and Implications: For Teachers' Sense of Efficacy

To be effective, any administrator, supervisor, or school must diagnose key features and dynamics of the organization. The construct briefly described and illustrated provides a potentially useful comprehensive planning and implementation structure and process, in short, a system to utilize in professional practice. It focuses on diagnosing key issues, concerns, problems, points to implications and conclusions to be drawn from data exposed, helps clarify underlying themes, and then develops potential lines of action/initiatives.

The construct/system has the unique capacity to structure diagnosing key organizational components, and then formulating both comprehensive plans and actions based upon data found in that individual system. It facilitates designing changes based on data drawn from participants. It provides practitioners with an individualized diagnostic and change tool, and a planning and implementation structure and process. And the process is shortened by a considerable margin. In short, it focuses the supervisory function into effective change agentry.

Teachers' sense of efficacy was heightened over comparable schools by a considerable margin. The processes involved in this comprehensive change strategy influenced their sense of efficacy since they were heavily involved in analyzing their organization and then in designing resulting potential lines of action, which were implemented and which they monitored. This further impacted their growth of feelings of efficacy and their improved relationships with each other and with students. Additionally, findings from the school change process reflect important implications for pre-service, inservice, and professional renewal. To the model in Figure 2, showing relationships with efficacy, the nature and interactive influence of the context of the teacher's professional renewal and education should be added. With the addition of the organizational and programmatic context, the efficacy model cited reflects the interactive relationships among teacher efficacy and student performance.

Selected Bibliography

Ashton, Patricia T:, & Webb, Rodman B. Making a Difference: Teachers' Sense of Efficacy and Student Achievement. White Plains, NY: Longman Inc, 1986.

Bandura, Albert, "Self-Efficacy Mechanisms in Socio-cognitive Functioning," Paper, American Educational Research Association, San Francisco, 1992.

Barnard, Chester. The Functions of The Executive. Cambridge: Harvard University Press, 1951.

Bennis, Warren G., Benne, Kenneth D., & Chin, Robert (Eds.). The Planning of Change. New York: Holt, Rinehart and Winston, 1962.

Burley, Wade et al, "A Path Analysis of the Mediating Role of Efficacy in First Year Teachers' Experiences,Reactions, and Plans," Paper, Annual Meeting of the American Educational Research Association, Chicago, April, 1991.

Burley, Wade, & Shapiro, Arthur. "Beliefs, Myths, and Rrealities: A Case-Study of a School in Transition." (Edited by K. Borman, & N. Greenman). Changing American Education: Recapturing the Past or Inventing the Future? New York: SUNY Press, in press, 1994.

Lewin, Kurt. "Group Decision and Social Change." (Edited by G. E. Swanson, T. N. Newcomb, & E. L. Hartley). Readings in Social Psychology (rev. ed., pp. 459-473). New York: Holt, Rinehart and Winston, 1952.

Mead, George Herbert. Mind, Self and Society. Chicago: University of Chicago Press, 1934.

Rowan, Brian. "Commitment and Control: Alternative Strategies for the Organizational Design of Schools." (ed. C. Cazden). Review of Research in Education. Washington, DC: American Educational Research Association, 1990.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971.

Shapiro, Arthur S., Benjamin, William F., Hunt, John J. & Shapiro, Sue. Curriculum and Schooling: A Practitioner's Guide. Palm Springs, CA.: ETC Publications. In press, 1394.

Van Meter, Eddy J. "Planned Change in Education." Administrator's Notebood, 28, (1979-80), 322-335.

Weick, Karl E. "Educational Organizations as Loosely Coupled Systems." Administrative Science Quarterly 21 (1976), 1-19.

Wilson, L. Craig, Byars, T. Madison, Shapiro, Arthur S., & Schell, Shirley H. Sociology of Supervision. Boston: Allyn and Bacon, 1969.

ATTACHMENTS
FOR

A School-Based Total Involvement Strategy Empowering All Personnel, and Enhancing Efficacy, Satisfaction, and Performance

Arthur S. Shapiro & W. Wade Burley
University of South Florida

This is the original Survey form that was used in the Spring of 1988. Please respond to it in terms of your current perceptions of present conditions related to Harllee.

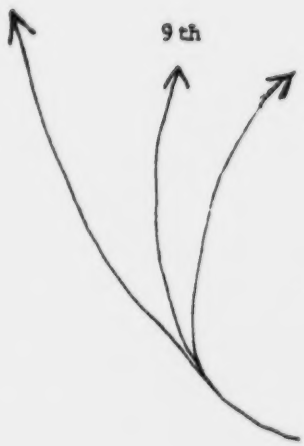
HARLLEE MIDDLE SCHOOL INSERVICE SURVEY

Everyone's input is needed to clarify issues, conditions, and concerns and then to prioritize them so that we can develop directions that might be taken in a planned school-based inservice program for Harllee Middle School.

The following survey tries to focus on your present perceptions of and feelings about conditions and concerns and then asks you to prioritize the most important to you.

PRIORITY Rankings For items most important to work on first

1988	1990	1991			very satisfactory	satisfactory	needs some improvement	needs much improvement
			A.	What is your present perception regarding the following at Harllee? (To the right of each condition below check the box that best relates to your present perception or feelings about it.)				
4th	1st	(12th)	1.	The total staff (faculty, administration, and others) morale	☐	☐	☐	☐
5th	4th	1st	2.	Present level of parental involvement	☐	☐	☐	☐
			3.	Use of volunteers	☐	☐	☐	☐
			4.	Outreach activities with the community	☐	☐	☐	☐
2nd	5th	4th	5.	Unified, consistent procedures for handling student discipline by faculty	☐	☐	☐	☐
	6.5		6.	Communication among total staff	☐	☐	☐	☐
3rd	3rd	2nd	7.	Student attitude toward education	☐	☐	☐	☐
			8.	Communication between administration and faculty	☐	☐	☐	☐
	8th		9.	Student completion of required class work	☐	☐	☐	☐
	(14th)	(17th)	10.	Family feeling among total staff	☐	☐	☐	☐
1st	(15th)		11.	Present operational role of guidance and counseling staff	☐	☐	☐	☐
	(17.5)		12.	Present operational role of deans	☐	☐	☐	☐
		(18th)	13.	Present operational role of administrators	☐	☐	☐	☐
	(17.5)		14.	Impact of extra curricular activities on students	☐	☐	☐	☐
			15.	Teacher satisfaction with classroom management	☐	☐	☐	☐
	(16th)		16.	Student participation in intramural programs	☐	☐	☐	☐
6th	2nd	5th	17.	Student respect for teachers	☐	☐	☐	☐
	6.5	3rd	18.	Student perception of the value of classroom learning experiences	☐	☐	☐	☐
			Others:					
	9th		19.	Please specify. Class size (1990)	☐	☐	☐	☐
			20.	Please specify. _____	☐	☐	☐	☐



B. Add any comments or explanations you feel necessary to clarify any of the above.

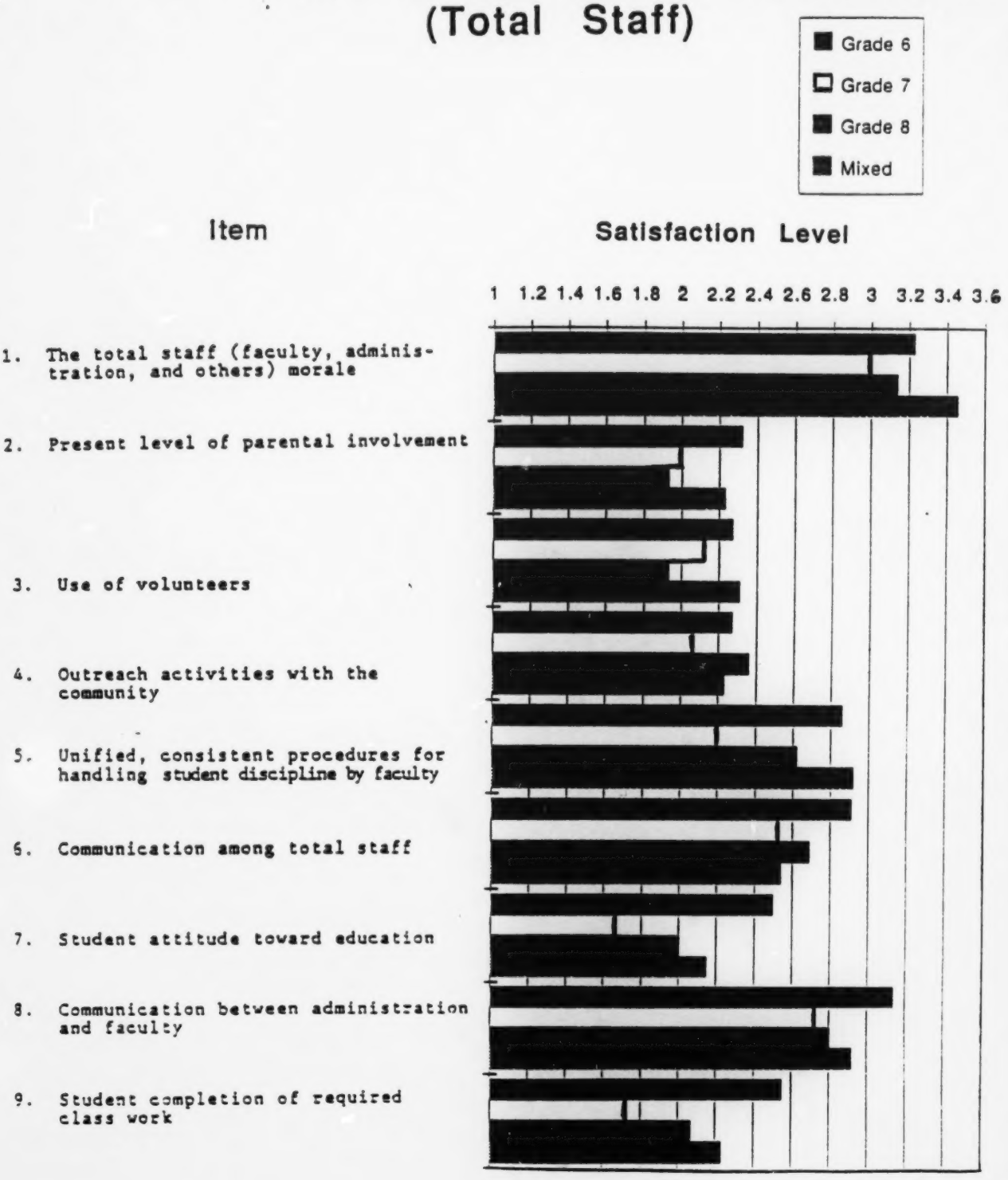
C. What are your ideas for improving conditions in this school? (use back of sheet if necessary).

D. Prioritize the top five concerns you personally think are the most important to work on first. (#1 would be the most important; #2, the second in importance; #5, the fifth in importance.)

1.
2.
3.
4.
5.

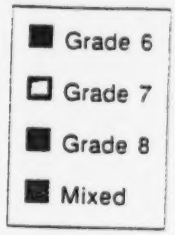
BEST COPY AVAILABLE

1991 Perceptions by Grade Level (Total Staff)


Grade 6
Grade 7
Grade 8
Mixed
Item
Satisfaction Level
1 1.2 1.4 1.6 1.8 2 2.2 2.4 2.6 2.8 3 3.2 3.4 3.6
1. The total staff (faculty, administration, and others) morale
2. Present level of parental involvement
3. Use of volunteers
4. Outreach activities with the community
5. Unified, consistent procedures for handling student discipline by faculty
6. Communication among total staff
7. Student attitude toward education
8. Communication between administration and faculty
9. Student completion of required class work

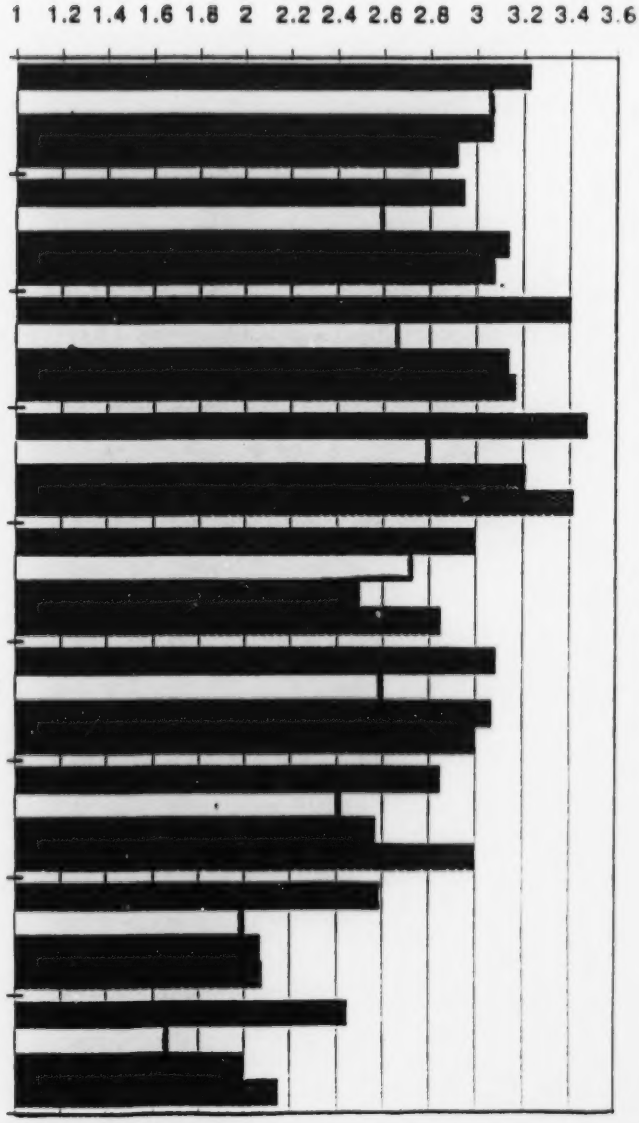
BEST COPY AVAILABLE

1991 Perceptions by Grade Level (Total Staff)



Item

Satisfaction Level



10. Family feeling among staff

11. Present operational role of guidance and counseling staff

*12. Present operational role of grade-level administrators

*13. Present operational role of building administrator

14. Impact of extra-curricular activities on students

15. Teacher satisfaction with classroom management

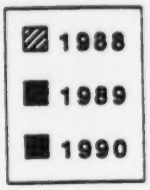
16. Student participation in intramural programs

17. Student respect for teachers

18. Student perception of the value of classroom learning experiences

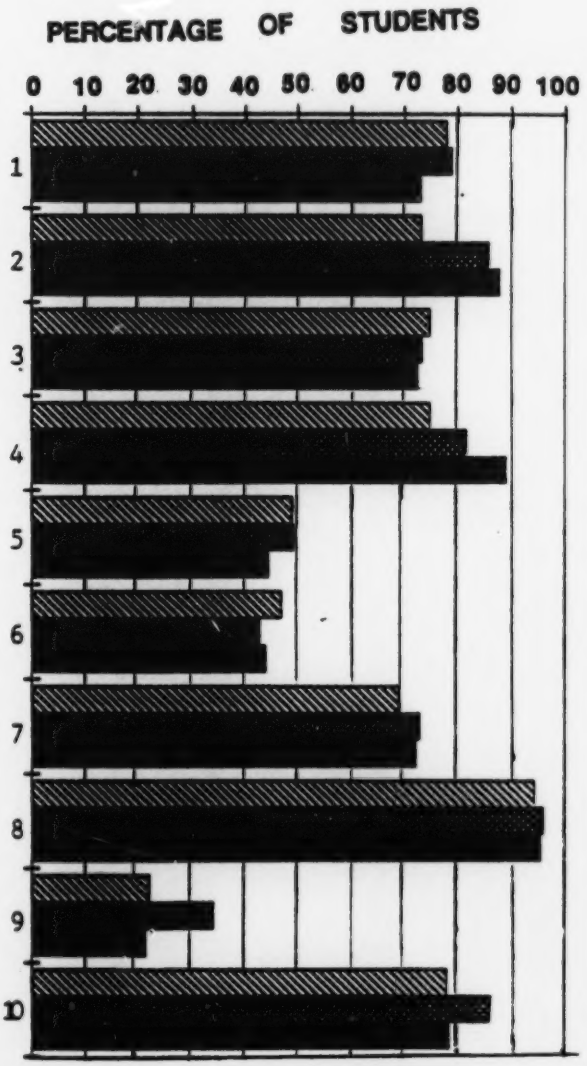
STUDENT PERCEPTIONS BY YEAR 1988-1990

Results from the annual
STUDENT ATTTTUDE SURVEY
(Middle School)

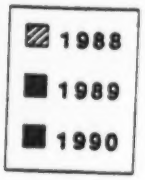


ITEM

1. How proud are you of your school: ("Very proud," "Fairly proud")
2. Would you quit school today if you could without getting in trouble? ("No")
3. How many of your teachers seem to care if you learn the subject they teach? ("All," "most")
4. How often do your teachers clearly explain <u>what</u> to do on assignments? ("always," "usually")
5. How many of your teachers are willing to give students individual help outside of class time? ("all," "most")
6. By which method do you usually learn best? ("Discussion group")
7. When a student does not learn, who do you think is at fault? ("student himself")
8. Are the students allowed to take textbooks home? ("most of the time," "sometimes")
9. Do you find Media Specialist in the Media Center helpful? ("most of the time")
10. Are the books in the Media Center helpful? ("most of the time," "Sometimes")

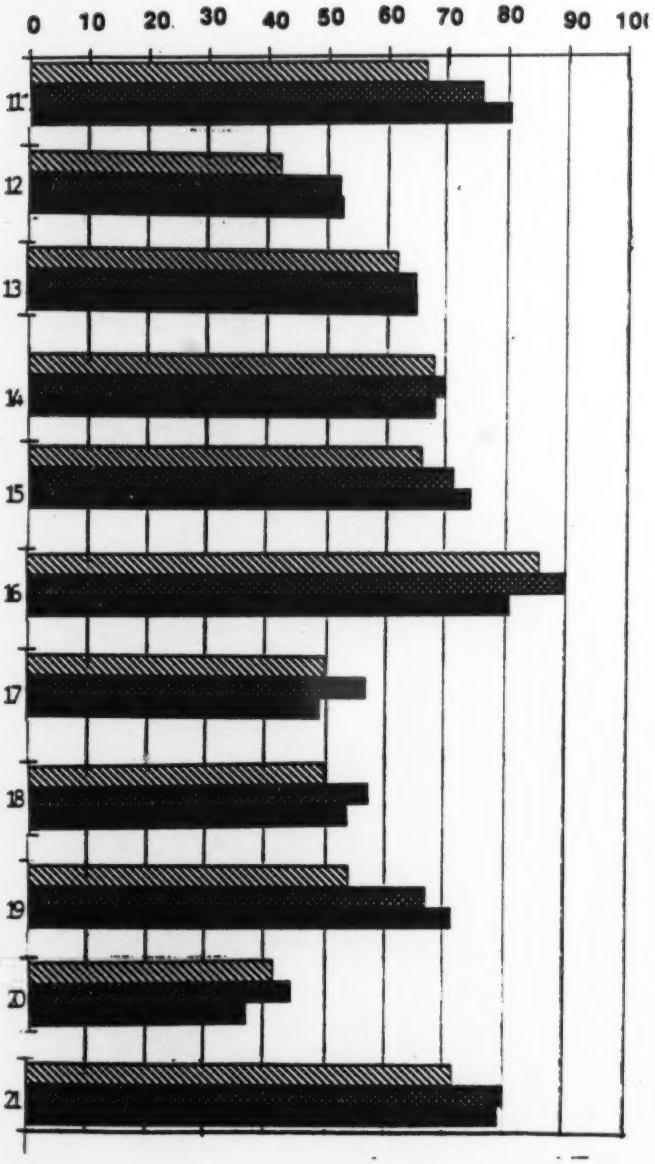


STUDENT PERCEPTIONS BY YEAR 1988-1990



ITEM

PERCENTAGE OF STUDENTS



11. Do you know your school counselors/s? ("yes")

12. How easy is it to get to see your school counselor? ("Very easy"s)

13. If you met with your school counselors, were they ("Very helpful," "Helpful")

14. If you have a problem or suggestion for the principal, how long would you have to wait to talk with the principal? ("I could talk..immediately," "...within a day")

15. If you have a problem or suggestion for the assistant principal, how long would you have to wait to talk with the assistant principal? ("... immediately," "within a day")

16. If you have a problem or suggestion for the dean, how long would you have to wait to talk with the dean? ("... immediately," ..within a day")

17. In general, are you satisfied or dissatisfied with the way you are treated by the administration? (Very satisfied," "Satisfied")

18. In general, how well satisfied are you with the variety of the subjects that your school offers? ("Very satisfied," "Satisfied")

19. Regardless of what your grades may be, in how many of your school subjects would you say you are "learning a lot" this year? ("In all my subjects," "In most of my subjects")

20. How would you rate "school spirit" at your school? ("Excellent," "Good")

21. In general, how proud or ashamed of your school are you? ("...very proud," "...proud"s)

BEST COPY AVAILABLE

EPILOGUE

A report of more recent events and outcomes and a few reflective comments related to the transitional events of this school change process seem appropriate to conclude this chapter. These may help provide a useful perspective and some implications from one school's restructuring.

First, the school has continued to change and "improve." Results and reports from 1991 and during the 1991–92 school year reflect continued improvements in *all* areas of concern identified at the end of the 1989–90 findings from the total staff and faculty—especially in the area of "total staff . . . morale" identified as the first priority at the end of 1990 (appendix D). Also, a firsthand report from one of the district's administrators, who initiated concerns related to the school, noted that it is one of the most improved schools in the county. Even though the staff and faculty there are almost the same as four years ago, the school is a different place. It was also reported that many of the potential leaders for the county seem to be coming from that school. At the annual faculty party celebrating the end of the 1990–91 school year, at least seventeen teachers and administrators emphatically stated that this was the best year they had ever had professionally.

The comments that follow were made by staff and faculty members at various grade levels on the survey given at the end of the school year in 1991:

> The office is working beautifully and people seem to know what their roles are and generally are comfortable with them. Because of more effective inservice, there is less negativism and more willingness to try new ideas. Most of us feel we are having a positive effect on our students. Teaming is working well so far.
>
> There has been a positive attitude at [the] top. . . . accountability . . . visibility of all staff [members] have changed.
>
> I think the front office alignment has worked out beautifully. Grade level adms. [administrators], counselors, and staff has worked well.
>
> We have been exposed to new ideas and ways of doing things. Staff has had more opportunities to interact in a vari-

> ety of settings and in some cases "forced" to work together. I think this has been beneficial in sharing needs, concerns, and frustrations among staff members rather than in just departments. We have all been looking for an easy "fix" for other problems; but, we are learning that with assistance and input of other experts, we have the answers to the future of our kids if we will patiently and cooperatively put it all together. We are not there yet; but, we have made some huge strides.[2]

These provide some indication of the changed picture of the beliefs and realities and the collective ownership that have evolved in that school. The process and progress in this school seem to have encouraged a relatively nonthreatening opportunity and subsequent internal support for looking at the "why" of school dysfunction and for commitment to efforts toward school success (Vogt, Jordan, and Tharp 1987).

In summary, this case study has focused on the processes and resultant changes that can occur when a faculty's underlying myths, beliefs, and realities operating in a specific school are clarified and analyzed. By developing a high degree of consensus about these myths, beliefs, and realities, this data becomes part of the basis for improvement. The developing ownership, mutual commitment, and continuing growth of those involved provide the ingredients for a thoughtful, major, continuous change process. With this school—as there would be with any school—there are new concerns, and continuing needs for improvement, changing cultural factors, and unresolved issues. Even though there are now in that school higher satisfactions, more congruent "beliefs" and "realities," and improving relationships and outcomes, things are certainly not perfect. The events related to the evolving of educational restructuring and specific school change are really never-ending stories.

BEST COPY AVAILABLE